

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
Pharr-San Juan-Alamo Independent School District	108909			
Vendor ID #	ESC Region #			
74-6001-8769	1			
Mailing address	City	State	ZIP Code	
601 East Kelly Street	Pharr	TX	78577-4905	
Primary Contact				
First name	M.I.	Last name	Title	
Daniel	P.	King	Superintendent of Schools	
Telephone #	Email address		FAX #	
956-354-2000	drking@psiaisd.us		956-354-3000	
Secondary Contact				
First name	M.I.	Last name	Title	
James	B.	Curts	Director of Grants	
Telephone #	Email address		FAX #	
956-354-200	James.curts@psiaisd			

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Daniel	P.	King	Superintendent of Schools
Telephone #	Email address		FAX #
956-354-2000	drking@psiaisd.us		956-354-3000

Signature (blue ink preferred)

Date signed

2/2/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108909

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The campuses participating in the Technology Lending Program will include three Elementary schools - **Cesar Chavez Elementary, Marcia R. Garza Elementary, Berta S. Palacios Elementary**; one Middle School - **Jaime Escalante**; and three High Schools - **PSJA Southwest Early College, Sonia Sotomayor Early College, and Buell High School**

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Why are you applying for the grant- The Technology Lending Grant (TLG) program is a proposal presented by the Pharr-San Juan-Alamo Independent School District (PSJA ISD), to address the Texas Education Agency (TEA) call for proposals **2018-2019 Technology Lending Grant**. The program's narrative below describes the plan that will be followed to implement a technology lending program to students with the equipment necessary to access and use digital instructional materials after school hours and/or at home. With the TLG program our school district will ensure access to the most needed students needing equipment or broadband access off campus and/or from home and will contribute to close the second digital divide. The TLG program responds to the competitive eligibility requirements for LEA's with at least 40% economically disadvantaged students to implement a technology lending program. PSJA ISD has a high number of economically disadvantaged students. Whereas, 87.80% (28,255) are economically disadvantaged from a total enrollment population of 32,191 in grades Pre-K – 12th grade students (2016-2017 Texas Academic Performance District Report). Therefore, PSJA ISD is requesting \$149,940 in year one to establish a Technology Lending Program.

How the grant will benefit the population it will serve - PSJA ISD has rapidly become a state and national leader in creating more academic opportunities for all students and is focused on graduating all students College Ready, College Connected and College Complete. As a district, our goal is for students to become highly proficient with technology in order to be competitive with students in other areas of the state and nation. Our students must be able to access, process, and utilize data from various resources to demonstrate mastery of content area curriculum. The objective of the TLG program is to ensure that the most economically disadvantaged students from PSJA ISD do not lag behind digital literacy standards. The program will benefit and ensure selected students to receive and become proficient in the use of portable broadband-enabled mobile devices. Selection criteria fundamentally will be based upon students living in an area without access to broadband, lack of a home computer, and/or inability of family economy to pay for internet services. The goal is to provide these students equal opportunity to access digital resources off-campus and increase students' learning outcomes and academic achievement. Funding will also benefit students in the TLG program to use a state of the art portable mobile device that meets their learning needs. Students will have a better opportunity to complete assignments, do research, and navigate through instructional resources off campus and in their safety of their own homes. Students who complete the program will demonstrate grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their appropriate grade band.

How you developed your budget - Current funding provided under the Instructional Materials Allotment (IMA) is **insufficient** to purchase enough lending technology for every student who needs dedicated access to a device. Unfortunately, there is no funding allocated directly to technology in comparison to funding allocated to textbooks. The 2018-2019 Technology Lending grant funding will provide 210 high need underserved students with an Mobile Broadband device (MBD), either a HP Chromebook or a mobile "MiFi" wireless broadband router device, or both, through a "Check-Out - Lending Program" to ensure they have access to a personal technology device off-campus.

A budget of \$714 per student will allow the TLG program to purchase 210 Chrome Books at \$372.00.00 plus 210 "MiFi" devices at \$342.00 each, including a monthly fee of 9-month subscription plan.

All Technology Lending Grant program participants (students) who check-out any of the above devices will need to meet all of the requirements criteria explained in Schedule #17, TEA Requirement 2 (page 22).

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Demographics of the district - The Pharr-San Juan-Alamo Independent School District is the second largest school district in Hidalgo County. Hidalgo County, TX has a population of 842,304 people with a median age of 29.1 and a median household income of \$35,730. Between 2014 and 2015 the population of Hidalgo County, Texas grew from 831,073 to 842,304, a 1.35% increase and its median household income grew from \$34,801 to \$35,730, a 2.67% increase. The population of Hidalgo County, TX is 91.3% Hispanic, 6.96% White, and 1.04% Asian. Hidalgo County, is the 8th most populated county in Texas with 33.5 percent of the population living in poverty and 45.5 percent of the children under the poverty line. PSJA ISD has 43 Title I Schools with a student enrollment of 32,191 students. In 2016-2017, the PSJA ISD Texas Academic Performance Report (TAPR) demographics include a Hispanic population of 99.1 percent, an economically disadvantaged population of 87.8 percent, an at risk population of 75.9 percent and English Language Learners (ELL) at 43.6%. These demographics surpass the state of Texas and Hidalgo County TAPR's demographic averages, however, PSJA ISD officials are committed to closing the gap in education and the digital divide, by providing high needs and underserved students with access to educational opportunities. PSJA ISD is nationally recognized for creating a culture of college and career readiness that leads to 21st century post-secondary success. This commitment has become the district's mission to connect every student to college and/or a career of their choice by having all eight high schools designated an Early College by the Texas Education Agency.

The Management Plan - The district will implement its Technology Lending program through PSJA ISD's Information Technology (IT) Department. In order to ensure that the program receives consistent, high-quality management, the Information Technology Director, and his team of integrational Specialists and instructional technology staff will meet on a quarterly basis. During this time, updated data that is collected by the Director will be reviewed and compared to the baseline data that was collected during the planning phase of the grant. The team will determine if their services to students is demonstrating progress in meeting milestones and objectives that have been set forth in the grant. Based on findings, the Grants Department will assist in generating a report to be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district and campus website. If needed, changes to the program will be proposed and submitted to the superintendent and school board for review.

Application completely and accurately answers all statutory and TEA requirements - PSJA ISD administrators met and reviewed the completed application to ensure that all Statutory and TEA Program Requirements were answered completely and accurately. District/campus stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

To ensure that all program participants remain committed to the success of the project, the district will develop a contract with a written statement all participants, including administration and teachers. In order to ensure that participants remain committed to the success of the program our district will leverage other grant opportunities and local business contributions to continue the intent of the Technology Lending Grant Program.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108909			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$71,820	\$0.00	\$71,820
Schedule #9	Supplies and Materials (6300)	6300	\$78,120	0.00	\$78,120
Schedule #10	Other Operating Costs (6400)	6400	\$0.00	0.00	\$0.00
Schedule #11	Capital Outlay (6600)	6600	\$0.00	0.00	0.00
Total direct costs:			\$149,940	\$0.00	\$149,940
1.627% <u>indirect costs</u> (see note):			N/A	\$0.00	\$0.00
Grand total of budgeted costs (add all entries in each column):			\$149,940	\$0.00	\$149,940
Administrative Cost Calculation					
Enter the total grant amount requested:					\$149,940
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$22,491.00
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Wireless Mobile Hot Spot Service – will provide internet service for online digital content: 210 MiFi devices x \$38.00 per month x 9 months) = \$71,820.00	\$71,820
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$71,820.00
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0.00
(Sum of lines a and b) Grand total		\$71,820.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 108909		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: HP Chromebook Portable Device - \$372.00 per unit x 210 of students = \$78,120	\$78,120.00
Grand total:		\$78,120.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 108909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400		\$0.00
Grand total:		\$0.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	4,092	96.49%	
Limited English proficient (LEP)	2,300	54.23%	
Disciplinary placements	126	33.65%	
Attendance rate	NA	91.00%	
Annual dropout rate (Gr 9-12)	NA	1.06%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution
---------------------	--------------------------------------------	--------------------------------------------------	--------------------------------------------	---------------------------------------------	---------------------------------------------

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
301	225	212	219	212	201	224	216	206	242	500	526	463	494	4,241

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for the submission of the 2018-2019 TLG program, the district analyzed the needs to implement a technology-lending program for the most economically disadvantage students and the current access and use of digital instructional materials. The needs assessment process included a review of several technical documents, school district technology plan, the current technology and strategies being utilized at the district, the experience/capabilities of the district instructional team leadership team, and census data.

Needs Assessment: In conducting the needs assessment, the district's Information Technology department, in collaboration with the district's Research, Grants, and Evaluation department, and the district Library Services (**Grant Assessment Team**), reviewed the following documents and data:

- 2016-17 Texas Academic Performance Report.
- PSJA ISD Technology Plan for E-rate Year 2015.
- PSJA ISD "One to the World" Mobile Device Policy.
- Texas Title I Priority School 2016-2020 grant
- The Digital Opportunity - DO4RGV, South Texas report.
- Texas Title I Priority School 2016-2020 grant
- US Census Bureau, American Community Survey, 2013 digital report.

The Grant Assessment Team (GAT) met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' technology loan program needs. Stakeholders included PSJA ISD Superintendent, the Chief of Technology and Student Service, Information Technology Director, Management Informational Systems Director, Library Services Director, personnel from the Research, Grants and Evaluation department, and private business community partners. Over a 4-week period, meeting took place to address the gaps, barriers, and weaknesses regarding of-campus students' access to broadband and students families with a computer at home. The high percentage of school district students identified as ED (ranging from 67.1% to 99%) allowed the grant assessment team to select those campus with the greatest need (95% or higher ED) and how needs were prioritized. The GAT decided to select the campuses that had the most need and were those with students enrolled in a campus reporting 95% or higher of students identified as economically disadvantages (ED) and with no technology loan program or grant. The campuses participating in the Technology Lending Program will include three Elementary schools - **Cesar Chavez Elementary, Marcia R. Garza Elementary, Berta S. Palacios Elementary**; one Middle School - **Jaime Escalante**; and three High Schools – **PSJA Southwest Early College, Sonia Sotomayor Early College, and Buell High School**.

The total number of students on these seven eligible campuses that qualify for a mobile broadband technology device (MBT) are 4,241 equivalent to 13% of the total population of the school district. The total MBTs (210 Chromebooks and 210 "WiFi" wireless broadband routers) will be assigned to those students that satisfy the selection criteria explained in Schedule #17, program requirement 2 (page 22). Students selected may qualify for either an HP Chromebook, a "WiFi" router, or both, depending on the selected student need (students' home Technology profile). The potential number of students served with a MBT will range between 5% to 10% and will depend if the selected student requires an HP Chromebook, a "WiFi" router or both; that is, assignment of a MBT is dependent of students' family home technology profile and other selection criteria explained in in TLG plan Schedule #17. Once all applications are reviewed by the TLG TEAM and MBTs are assigned, any MBTs remaining will be offered with the same selection criteria, to a second group of schools with a range between 92.2% to 94.0% of economically disadvantaged students. The campuses that are eligible by qualifying below this percentage range are: Graciela Garza EL, Alamo Middle, Amanda Garza-Peña EL, Raul Longoria EL, Daniel Ramirez EL, Augusto Guerra EL, and Carmen Anaya EL. The potential number of students of this second batch of schools that can be served with a MBT is equivalent to 4,040 students, which is close to another 12% of the total population.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to target the most needed economically disadvantaged students; that is, students attending district schools with 95% or higher economically disadvantaged students (using TAPR 2016-17 report)	The US Census Bureau, American Community Survey, 2013 digital divide reports that among all households, 78 per-cent had a desktop or laptop, 75 percent had a handheld computer such as a smartphone or other handheld wireless computer, and 77 percent had a broadband Internet subscription. However, of the 381 metropolitan areas in the US, those with the lowest rates of computer ownership and internet use by individuals include the McAllen-Edinburg-Mission metropolitan area (Pharr-San Juan-Alamo cities included in this metropolitan area).
2.	Need to target students' families with income less than \$25,000 (using the e-school system); second choice will include students' families with income between \$25,000 and the Tri-city average poverty line \$34,892 (US Census, 2016)	From the 2015 US Census, the estimated average median household income of PSJA ISD families is \$34,892 (33% poverty level).
3.	Need to target students' families reporting no home computer, internet service, and/or lack of broadband internet service (Family surveys)	The 2015 US Census also reports that families (regardless of race) with household income less than \$25,000 have 51% access to broadband and 52.5% to a D/L compared to families which income is between \$25,000 and \$49,999, broadband access increases to 70.9% and 72.5% with a D/L
4.	Need to target highest at-risk students with most low attendance rates (67% to 85%) and disciplinary placements (PEIMS data)	Survey research reports that low-income teens students are noticeably less likely to own computers and use the internet than high-income students. The likelihood increases with at-risk students becoming a second digital-divide generation
5.	Need to target students' families with limited English proficient (PEIMS data)	The Computer and Internet Use in the United States report (U.S. Census Bureau, 2015 American Community Survey), indicates that Hispanics access to broadband is 70.5% with 68.3% having a desktop or laptop (D/L) at home. US Census (American Community Survey) Families with limited English have 55.3% access to broadband and 53% reported having a D/L.

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Schedule #14—Management Plan

County-district number or vendor ID: 108909 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Superintendent, Daniel P. King, holds a doctorate in Educational Leadership and has 42 years of educational experience. Dr. King will be responsible for monitoring the TLG for compliance.
2.	TLG Program Director / Technology Director	Technology Director, Daniel Saenz holds a Master's in Science and Technology Education and has 27 years of experience. Mr. Saenz will serve as the TLG Program Director overseeing all operational and program activities. Mr. Saenz also serves as the IT Director and will ensure the appropriate online curriculum and programs are accessible on each portable device.
3.	Campus Librarian(s)	All campus Librarians hold a Master's Degree and have more than 3 years of experience. The campus Librarian(s) will be responsible for distributing, collecting, and inventorying each of the TLG portable devices according to the district's policy.
4.	Technology IT Specialists	The Technology Integration Specialists (3 FTE Staff) holds at least a Bachelors Degree with over 5 years of experience and proficiency in Microsoft applications. IT Specialists are responsible for integrating technology into the curriculum and in the classroom.
5.	Director of Grants	Director of Grants, James P. Curts holds a doctorate in Mathematics Education and Quantitative Educational Psychology and has over 35 years of experience. Dr. Curts will be responsible for monitoring the TLG for compliance, serve as an internal evaluator, and assist with reporting.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Create mobile broadband technology device (MBT) policy.	1. Establish the MBT loan committee in charge of reviewing and revising current technology student loan policy additional policy rules, responsibilities & procedures, agreement and consent forms.	05/01/2018	06/22/2018
		2. Publish on district's webpage TLG, selection criteria, and the MBT student loan manual & consent forms.	06/22/2018	06/28/2018
		3. Invite Principals of selected campus to an informative meeting	07/23/2018	07/23/2018
		4. TLG Orientation/training campaign for Parents/Guardians, Teachers, and students. Distribution of application forms	08/22/2018	08/31/2018
2.	Enrollment TLG, selection, and training of MBT	1. Collection of forms who apply to the TLG.	09/03/2018	09/05/2018
		2. TLG Committee review of applications and selection of candidates. Assessment of required MBT devices.	09/06/2018	09/07/2018
		3. Purchase of MBT devices needed	09/10/2018	06/31/2018
		4. Training on the use of MBT and policy. Use and monitoring of equipment, data collection	09/01/2018	06/31/2019
3.	Program evaluation, collection of data, and reporting	1. Comply with TEA evaluation requirements	05/01/2018	06/31/2019
		2. Collection of data and reporting on performance measures	09/06/2018	06/31/2019
		3. Monitoring of critical success factors related to TLG	05/01/2018	06/31/2019
		4. Quasi-experimental design to measure TLG impact	08/01/2018	06/31/2019
		5. Reporting and sharing of results.	7/23/2018	06/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently the district has a management plan that is designed to achieve the objectives of programs on time and within budget. The management plan delegates the responsibility of monitoring the programs on an ongoing basis to the assigned Program Director of the grant. This procedure ensures the successful attainment of program goals and objectives of the specific requirements of the awarded grant. The assigned Program Director is required to track all milestones according to proposed timelines in order to ensure the district remains on target. Furthermore, a report is required to be generated by the Program Director that identifies the status of each milestone, outstanding practices, and possible challenges. Each challenge is required to include recommended strategies. Once prepared, this report is reviewed with the participating program staff.

The district will implement it's Technology Lending Grant (TLG) program through the Information Technology (IT) Department. In order to ensure that the program receives consistent, high-quality management, the IT Director, and his team of Integrational Specialists will meet on a quarterly basis. During this time, updated data that is collected by the Director will be reviewed and compared to the baseline data that was collected during the planning phase of the grant. The team will determine if their services to students is demonstrating progress in meeting milestones and objectives that have been set forth in the grant. Based on findings, the Grants Department will assist in generating a report to be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district and campus website. If needed, changes to the program will be proposed and submitted to the Superintendent and School Board for review. In order to ensure feedback and continuous improvement, any adjustments made to the TLG program will be communicated to all participants via email and scheduled meetings. Email correspondence is sent to all participating campus staff, parents/guardians, and students in English and Spanish.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has taken action to align resources such as software, personnel, materials, and facilities to maximize resources. A close relationship has been established between school district, technology vendors, and training institutions to provide quality service to the campus teachers and students. The district and campuses will coordinate multiple federal and state programs and local funds to better serve the needs of their teachers and students. Technology equipment purchased through federal and state funds will also be utilized to allow students and teachers to use the computer equipment during and beyond the school schedule.

Many times teachers do not assign homework or other assignments that require the use of technology or digital resources because they know that most students do not have access to these resources at home. PSJA ISD has extended library hours on certain days of the week at all campuses to allow students access to digital resources after hours. However, this presents challenges such as transportation and scheduling that limit the effectiveness of these efforts. Students do not currently have the convenience of working at their own leisure in the comfort of their homes. Providing a technology device with internet access available for checkout for use at home will facilitate students accessing, processing, and utilizing digital content for use in their homework and other assignments. A Technology Lending Grant program will allow teachers to assign more technology related assignments and students will have a better experience. The district plans to leverage other resources such as community reinvestment opportunities and partnerships with the local municipalities and other institutions to grow this effort and sustain it long term. Upon funding for the Technology Lending Grant program, all staff and participants will be trained on the appropriate and effective use of all digital resources. Teachers will be trained on the creation and assignment of homework and other projects that will require students to fully utilized the digital resources available. This will ensure that we are getting the optimal utilization of the technology and digital resources.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	A Formative Evaluation will be implemented to assess ongoing project activities and provide information to monitor and improve the project.	1.	Generate program evaluation questions, metrics, and data collection methodology. It will include an assessment (pre and post) of students' baseline digital skills (comparing students selected in the TLG program versus non TLG students).
		2.	Use of formative information to assess ongoing project activities
		3.	Improvement of current program practices
2.	A Process Evaluation will be implemented to assess whether the project is being conducted as planned. Four process evaluation sessions will be conducted during grant period.	1.	Verification of program alignment practices are conducted as planned. Assessment of data to evaluate initial strengths and weaknesses.
		2.	Refinement or adjustment to planned practices. Four process evaluation meetings will be conducted (Spring 2018, Fall 2018, Spring 2019 and Summer 2019)
3.	A Progress Evaluation will be implemented to assess progress in meeting the goals of the program and the project.	1.	Verification of outputs activities and participants. It will assess progress in meeting the goals of the program and the project. Includes assessment of TLG program students progress with grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills
		2.	Collection of performance measures to learn whether or not the benchmarks are met and to point out unexpected developments. Written Reports as needed.
4.	A Summative Evaluation will be implemented to assess project's success in reaching its stated goals.	1.	Implementation of quasi-experimental design to assess the quality and impact of the fully implemented project.
		2.	Contrast program outcome data to critical success indicators. Explain possible differences. Provide a written report on the impact and outcome of the project.
		3.	TEA Summary reports including performance measures.
		4.	Summary report of grant's achieved activities, financial status report, student learning outcomes. Quasi-experimental analysis report

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data that will be collected will include the following:

- All eleven grant Mandatory Performance Measures
- Parental consent engagement documentation
- Accessibility rates to digital resources
- Students, teachers, parents satisfaction surveys
- Teacher and staff experience
- Quality / dependability of partners and vendors
- Students' course assessments (Instructors and test scores.)
- Critical Success measurable indicators

The TLG program will be offered to 4,241 eligible students; selection criteria will target a maximum of 10% to receive an WBD. A longitudinal data-base will collect above data for program evaluation and quasi-experimental design. Data will be collected to monitor TLG students progress towards meeting the benchmarks of the program. Four Process evaluation meetings are planned to monitor project's strengths and weaknesses to allow and program adjustments.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently the district does not provide a technology lending program in the school district. Though there is an existing Mobile Device Policy, this is mainly used for rules and regulations for students bringing their own devices to campus. Important to point out that the district does coordinate with public entities such as district libraries, parental community centers etc., to provide students with free access to the internet on their own devices.

Unfortunately, these resources are insufficient to provide to the targeted economically disadvantaged students who do not have access to broadband internet from home. Therefore, the funds available through the TLG program are greatly needed to implement a program that will allow students access to technology and digital learning resources off campus and at the convenience of their own homes.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108909

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PSJA ISD's mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all. All activities listed are aligned with PSJA ISD's motto All Students: College Ready. College Connected. College Complete.™

The district uses accountability ratings to measure results, yet encourages flexibility in the classrooms to aid each student in reaching their fullest potential. At PSJA ISD, students cooperatively explore, experiment and conduct research using creative problem solving and critical thinking techniques, providing them with a challenging environment to excel.

Our goal is to reach students who do not have a reliable internet access at home to reach their full potential by giving them devices and free high-speed internet access. The TLG project will support most economically disadvantaged students that do not have a home computer and or access to reliable broadband connectivity at home. This disconnect impacts their academic performance. Without access to internet, many of our students are having to resort to doing their homework at our nearby fast-food restaurants sit in our school parking lots, or public libraries where the Wi-Fi is free. Therefore, we will distribute 210 portable computer devices (mini Winbook) to students who demonstrate their greatest need. This will provide our students an opportunity to become independent learners. The district is aligning curriculum delivery and student deliverables to ISTE Technology standards. This program will facilitate students' efforts in accessing, processing, and applying technology into all core curriculum projects. It will bridge the digital divide and homework gap that exists in our communities.

This proposal is sustained by regarding low-socioeconomic students having a greater risk of becoming part of the second generation digital divide now currently observed among low-income minority students and their families. The implementation of the TLG will provide off-campus access to students to broadband and thus be able to access to interconnected school district library platforms, including the use of open digital media, virtual reality, live streaming, school district cloud document resources, etc. Having a home computer connected to broadband will allow these students to complete homework or school projects and work with other peers either synchronously or asynchronously. Students requiring to access online course will have an opportunity to complete those courses from the commodity of their own homes. In essence, TLG will provide access to students to high-quality learning experiences and resources and meet the needs of 21st century learners. The project is also justified by the need to expand the digital capacity and assess to the most needed students in high-poverty areas.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for providing internet access to students residences – PSJA ISD will provide 210 high need underserved students with a free electronic device (HP Chromebook), through a "Check-Out - Lending Program" to ensure they have access to a personal technology device off campus. All students who participate in the program and have been issued a personal technology devices will also receive a free "MiFi" wireless broadband router that acts as a mobile Wi-Fi hotspot. The palm-sized gadget will serve as a portable WiFi router just like an internet box at home, but instead of being attached to a phone cable, it has a SIM card inside instead. The "MiFi" will allow our participating students to connect online anywhere in the world at anytime. It is very easy to use and cost effective to the grant. In addition to purchasing the device, the district will pay the monthly subscription in order to maintain access to the internet for the student. The "MiFi" is ideal for those times when there is not free WiFi and will also safeguard our participants against hackers that prey on open WiFi connections. PSJA ISD has a technology check-out policy that includes an existing Responsible Use Policy and must be signed by the parents or guardians and by the student. The TLG grant will review PSJA's current policy and adopt many of the terms and regulations to include into the Technology Lending Agreement. The new Technology Lending Agreement will include that the internet will be used solely for educational purposes by the student. – This allows our grant to ensure effective monitoring and ensuring compliance with the grant objectives

Process to determine highest need -PSJA ISD will recruit 210 economically disadvantaged students to participate in a Technology Lending Program. Whereas all students will adhere to a local criteria including acceptance of a parental *Technology Lending Agreement* in compliance with PSJA ISD *"One to the World" Mobile Device Policy*. The criteria will require each participant to submit an application (i.e. scholarship format) to demonstrate their need and their desire for an electronic device to make a difference in their academic success and achievement. The application will be reviewed by a committee, using a rubric metrics for competitive process, whereas, priority points will be given to students who demonstrate their highest need.

The criteria will be as follows - priority points will be given to students who:

- Enrolled full-time in PSJA ISD K-12 grade
- Enrolled at a campus participating in the Technology Lending Grant (most in need campus)
- Do not have a personal electronic device for educational usage
- Economically disadvantaged (high percentage)
- Special Population (students with disabilities, foster, homeless)
- Limited English Proficient
- No residential access to the Internet
- Complete a Technology Lending program application
- Complete a Technology Lending application "Check out program" with parent signature
- A Reference from PSJA ISD Staff member(s)

Engaging these families in the process is imperative, therefore, a parental engagement component will be implemented throughout the grant including a beginning of year orientation.

Providing an opportunity to our underserved population of students (highest need) will allow them to be better prepared with the resources needed to compete in a 21st learning environment. Funding will also allow students to have access to the latest academic and technical knowledge and skills, and the use of a state of the art mobile device that meets their learning needs. Students will have a better opportunity to complete assignments, do research, and navigate through instructional resources off campus and in their safety of their own homes. The TLG program plan will ensure that all students, regardless of their economic situations, have the same access to district resources, and that the TLG program will provide equal access and treatment without regard to gender, race, origin, color, or handicap.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The target is to ensure that every student in need of a technology device has a device with access to the Internet. PSJA ISD's current curriculum of resources include the following: Digital content, Learning.com, Hoonuit (Formerly Atomic Learning), Imagine Math, Read 180, Imagine Language Learning, and online lessons available for students to complete and review at home. Students will utilize the lessons to conduct research, serve as remediation, earn credits, complete homework, or review tests and quizzes.

The lending program will enhance our current curriculum by enabling students to participate in more robust instructional strategies being implemented by the district. Successful researched based instructional strategies like flipping a classroom and project based instructional goals will be easier to implement as our students receive access to the internet.

Narrowing the student digital inequalities will facilitate instruction in the classroom. Internet access at home will allow students to begin their classes at a par level with their peers. This will increase classroom participation by students who would normally not have internet access at home. These students now can come to class equally prepared to engage in the learning process.

As instructional engagement of students increase classroom management improves significantly.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district uses a variety of computer assisted instructional software to complement regular classroom instruction. Elementary schools are currently implementing the Imagine Learning software in either a lab or distributed setting for grades 1-5. Elementary campuses are also using the Read 180 early childhood intervention program for reading. The middle schools use Imagine Learning software and Read 180 software to help students reinforce content area skills. The middle schools are utilizing Imagine Language and Literacy and Imagine Math to help students review math, reading and language skills for STAAR testing. Imagine Language and Literacy is more closely aligned with the STAAR objectives. Most of the middle schools have also implemented STEM labs at their campuses. Our STEM and Academy programs offer blended learning models that bring both student-directed and teacher-led curricula together to create powerful and effective STEM programs for middle-level learners.

Presently, all secondary schools are using the Scholastic Read 180 program. This is a reading intervention program which helps students which are more than two grade levels below their enrolled grade level. The district follows a highly rigorous district created curriculum to prepare the students for the STAAR test. The GradPoint software is used primarily for credit recovery at the high schools. This is a state approved credit recovery method. Our district created curriculum is used as the primary curriculum for STAAR preparation. The secondary schools are also utilizing the STEM curriculum. Other programs used district-wide to promote academic achievement are Accelerated Reader, Star Reading, and Star Math. The district also provides access to several online resources which can be used by teachers and students to enhance learning. These include Digital Knowledge Central, United Streaming, Power Media Plus, Education Appreciation, and Brain Pop. Teachers use Google classroom to create a classroom presence and share resources with their students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's infrastructure for technology focuses on hardware, software, and human infrastructure. PSJA ISD's infrastructure and technical support is adequate to support students' anticipated use of devices through the grant.

The Technology Lending Grant Program will be administered through PSJA ISD's **Information Technology (IT) Department**. The mission of the PSJA ISD - IT department is to provide professional development opportunities, access to technical assistance, and support for collegial interaction that allow and encourage educators throughout our district to become informed and fearless users of technology. The Instructional Technology Department is responsible for the proper implementation of technology and technology resources in the district. This department will provide for training on the available technologies and resources. This department oversees all aspects software and technology integration. The department also administers the technology budgets for the district. **The IT department will purchase the equipment and be responsible for the operation and productivity of the software for the Technology Lending Grant (TLG) program.**

In addition to the IT department is a **Network Services (MIS) Department**. The MIS department provides network and end user technical support to all 48 PSJA campuses and 16 support sites throughout the PSJA ISD school district. All of the district's campuses are currently accessing the internet through SmartCom and Time Warner via a balanced delivery (High-Speed Broadband Internet access). District installations, general connectivity issues, and computer setups are handled through the MIS department. The MIS department works closely with the Instructional Technology and the Data Services department in order to support the district business applications along with curriculum software installed through the district. Their staff of 20 provides complete troubleshooting solutions to day-today issues, consulting services and installations of new software and network connectivity.

Technology support services are provided by these two major departments. Both departments are working collaboratively under the supervision of the District Technology Director to ensure maximum efficiency and utilization of existing technology. Additionally, both departments have actively participated in the development of the Technology Plan.

The District Technology Team is housed at the Technology Center and works closely with all campuses to facilitate the implementation of instructional technology initiatives. This department coordinates the purchasing of all computer software, supports campus principals with technology planning, and staff development initiatives. The Technology Director maintains the state technology allotment budget for the campuses and technology center. The Instructional Technology Coordinator monitors the computer labs to ensure that the curriculum is being implemented effectively. The IT Department is responsible for the proper implementation of technology and technology resources in the district. This department **will be responsible for providing the Technology Lending Grant training** on the available technologies and resources, and will oversee all aspects of software and technology integration for the TLG program. The Instructional Technology Department consists of the coordinator, a district technology trainer, a district technology integration specialist, an instructional learning specialist, a clerk, and a department secretary.

The MIS Department is managed by the MIS Coordinator. He is assisted by a team of five individuals (network specialist, systems security specialist, and three senior technicians) who oversee the maintenance and management of all district information systems which include the district local and wide area networks, audio visual, and the Cisco VOIP phone systems. This department is supported and supervised by the District Technology Director and the District CTO.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLG Program Director will be responsible for administering the Technology Lending Grant at the participating campuses. The PD will ensure the district adheres to the requirements of the grant and adheres to TEA regulations. The district's Information Technology (IT) Director will serve as the TLG Director and will oversee all aspects of the development, implementation, and management of the TLG program to include: inventory, of equipment, installation of software and security blocks, distribution and tracking of the devices, and routine maintenance.

The grant will be administered through the IT Department authorizing the equipment to be placed at the following participating campus library departments that demonstrated the highest need and have been identified in the grant. These libraries will ensure the check-in and check-out process are effective and efficient according to the grant. The campuses participating in the Technology Lending Program will include three Elementaries - **Cesar Chavez Elementary, Marcia R. Garza Elementary, Berta S. Palacios Elementary**; one Middle School - **Jaime Escalante**; and three High Schools - **PSJA Southwest Early College, Sonia Sotomayor Early College, and Buell High School**. All campus Librarians will oversee and administer the checkout process by abiding to PSJA ISD's **"One to the World" – Mobile Device Check out Policy** and providing internal controls to document all students participating in the program. The TLG program will ensure that all 210 students will be knowledgeable, competent and trained to perform the basic functions to navigate through their loaned electronic device. In doing so, the IT department will identify Two IT Specialists who will have an assigned duty to attend an orientation training on the TLG regulations, priorities, and expectations. As a result of their additional duty, they will coordinate and conduct all trainings for the 210 students who receive the electronic devices. The trainings will be mandatory and will be held at the student's perspective campus. Additionally, there will be a parent orientation/training given where the IT will address the check-out process, key contacts, policies and procedures and program goals.

Throughout the year, the IT specialist's will provide additional trainings related to best practices and troubleshooting all technical issues. **Together, the IT Department, MIS Department, campus Librarians, and the Grants Department will ALL be committed to providing high quality guidance and support as they ensure all students are successful through their participation in the Technology Lending Grant program.** A few of the trainings will include: proper care and maintenance of the device, allowable use of the device, steps for reporting issues with the device, availability of internet access at home, internet safety, and academic resources and tools available to access instructional materials.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IT department will purchase the equipment and be responsible for the operation and productivity of the software and ensuring that the Technology Lending devices are all in proper working condition throughout the grant. The equipment will be inventoried and identified as a federal grant expense (tagged with the Technology Lending Grant account number). The equipment will be purchased with accidental Damage insurance which will help offset and damage or loss to the program equipment. The district has an established policy (CQ Regulation) that accounts for damage or loss of equipment.

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On this date:

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